

CHARTER SCHOOLS IN IOWA

PROGRESS UPDATE 2008-2009

Iowa Department of Education

**Grimes State Office Building
Des Moines, IA 50319-0146**

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State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

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INTRODUCTION

Charter school legislation was passed in Iowa during the 2003 session. It allowed for 10 charter schools in Iowa. The 2006 legislative session lifted the charter school cap to 20; however, no funding was allocated. During the 2008-2009 school year, there were eight public charter schools in the state of Iowa. Schools with public charter school status are:

- Elma Elementary: Howard Winneshiek Community School District
- eSigourney Entrepreneurial Academy for Leadership (eSEAL): Sigourney Community School District
- Iowa Central Charter High School: Southeast Webster Grand Community School District
- Northeast Iowa Charter High School: West Central Community School District
- Northwest Iowa Charter High School: Hartley-Melvin-Sanborn Community School District
- Panorama Charter High School: Panorama Community School District
- Prescott Elementary Charter School: Dubuque Community School District
- Storm Lake/Iowa Central/Buena Vista Early College High School: Storm Lake Community School District

An approved charter application constitutes, at a minimum, a four-year enforceable, renewable contract between a local school board and the state board of education. The first two Iowa public charter schools achieved charter status at the beginning of the 2004-2005 school year. During the 2005-2006 school year, five more charter applicants achieved charter status. The following school year, 2006-2007, three additional applicants achieved charter status. Two districts have chosen to drop their charter status. The chart below illustrates the current status and timelines.

Charter	School District	Charter Status Year	Renewal Status	Next Charter Period	Next Renewal Year
Buffalo Ridge	Sioux Central CSD	2004-2005	Dropped in 2007-2008	NA	NA
Iowa Central Charter School	Southeast Webster Grand	2004-2005	Renewed in 2007-2008	2008-2012	2011-2012
Lincoln Academy	Davenport CSD	2005-2006	Dropped in 2008-2009	NA	NA
Northwest Iowa Charter School	Hartley – Melvin – Sanborn CSD	2005-2006	Dropped in 2008-2009	NA	NA
Elma Elementary Charter School	Howard – Winneshiek CSD	2005-2006	Dropped in 2009-2010	NA	NA
Storm Lake Early College Charter	Storm Lake CSD	2005-2006	One year extension granted for 2009-2010 to review charter	2010-2014	2013-2014

Northeast Iowa Charter School	West Central (Maynard)	2005-2006	Renewed in 2008-2009	2009-2013	2012-2013
Prescott Elementary Charter School	Dubuque CSD	2006-2007	District is in discussion regarding renewal	(If renewed, will be 2010-2014)	(If renewed, will be 2013-2014)
Panorama Charter School	Panorama CSD	2006-2007	District is in discussion regarding renewal	(If renewed, will be 2010-2014)	(If renewed, will be 2013-2014)
eSEAL	Sigourney CSD	2006-2007	District is in discussion regarding renewal	(If renewed will be 2010-2014)	(If renewed, will be 2013-2014)
Des Moines Charter School	Des Moines Independent Community School District	2010-2011	Will renew in 2013-2014	2014-2018	2013-2014

For 2008-2009 no additional charter applicants have achieved charter status.

The purpose of a charter school shall be to accomplish the following:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative methods of teaching.
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.

Iowa's public charter schools are guided by goals developed by Iowa's charter school application to the United States Department of Education (USDE), the State Board of Education, Iowa Code, and goals outlined by each charter school. In its initial charter school application to the USDE, the Iowa Department of Education (DE) outlined five goals. These goals are:

1. Establish charter schools during the next three years representing a diversity of programs.
2. Provide technical assistance for charter schools throughout development and implementation.
3. Collect and analyze outcomes of the charter schools again, at a minimum, the state goals for school and student improvement.
4. "Incent," document, and disseminate best or promising practices.
5. Grow the Public Charter Schools Program beyond initial pilots.

Iowa's charter schools are a part of the state's program of public education and:

- Meet all application federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, and religion.
- Operate as non-sectarian, nonreligious public schools.
- Are free of tuition and application free to Iowa resident students between the ages of five and twenty-one years.
- Are subject to and comply with Chapter 216 and 216A relating to civil and human rights.
- Provide special education services in accordance with Chapter 256B.
- Are subject to the same financial audits, audit procedures, and audit requirements as school district.
- Are subject to and comply with Chapter 284 relating to the Student Achievement and Teacher Quality program.
- Are subject to and comply with Chapter 20 and 279 relating to contracts with and discharge of teachers and administrators.
- Are subject to and comply with the provision of Chapter 285 relating to the transportation of students.
- Are subject to and comply with the provisions of Chapters 21 and 22 relating to open meetings for Charter Advisory Council meetings.

Each public charter school has developed, as a part of its application, goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. This report serves as an update on the progress of the eight charter schools in Iowa. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals. Limited data are available for assessing success of charter schools in Iowa. This report describes progress each school has made towards its goals.

ELMA ELEMENTARY CHARTER SCHOOL

SCHOOL/DISTRICT INFORMATION

Elma Elementary Charter School
319 Oak St.
Elma, IA 50628
Administrator: Robert Hughes, Principal

Howard-Winneshiek Community School District
1000 Schroder Dr.
Cresco, IA 52136

CHARTER'S MISSION

To provide standard-based multi-age instruction that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and the community.

DESCRIPTION OF CHARTER

To provide standard-based multi-age instruction that ensures each child innovative learning experiences, multicultural awareness, and the use of technological tools to develop responsible citizens, while embracing parents, families, and the community.

The school is the charter school (school-wide charter) and is one of four elementary schools in the district.

The Charter Snapshot

First Year of Charter: 2005-2006

Students Enrolled in Charter: 66, PK-6 (2008-2009)

PK: 6	3 rd : 5
K: 9	4 th : 9
1 st : 10	5 th : 6
2 nd : 13	6 th : 8

Total % of All Drop-outs (7-12): 1.40%

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 13 (7.4 FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: .5 (FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: June 2, 2009

Number of comments: 7

**ELMA ELEMENTARY CHARTER SCHOOL
GOALS AND PROGRESS**

- GOAL:**
- 1: Literacy/Vocabulary: Increase the percentage of students proficient in Reading.
 - 2: Math: All students will develop the effective use of a variety of math problem solving strategies.
 - 3: Science: All students will increase the understanding of the scientific inquiry method and its applications.

PROGRESS: Grade Equivalent Growth from 2005-06 to 2008-2009
Elma Elementary Charter averaged approximately 12 months growth overall for all fourth through sixth grade students. The following graphs show growth for each grade level using Grade Equivalent Growth. Grade Equivalent Growth data are the most accurate picture in seeing the progress made by the Elma Elementary Charter students.

**Comparison to Show Growth
Elma Elementary – National Grade Equivalency**

Cohort: Grade 3 (05-06) through Grade 6 (08-09)

READING				MATHEMATICS				SCIENCE			
Gr. 3 05-06	Gr. 4 06-07	Gr. 5 07-08	Gr. 6 08-09	Gr. 3 05-06	Gr. 4 06-07	Gr. 5 07-08	Gr. 6 08-09	Gr. 3 05-06	Gr. 4 06-07	Gr. 5 07-08	Gr. 6 08-09
3.3	4.5	5.9	6.7	3.4	5.4	7.2	8.3	3.6	4.7	7.2	7.6

Cohort: Grade 3 (06-07) through Grade 5 (08-09)

READING			MATHEMATICS			SCIENCE		
Gr. 3 06-07	Gr. 4 07-08	Gr. 5 08-09	Gr. 3 06-07	Gr. 4 07-08	Gr. 5 08-09	Gr. 3 06-07	Gr. 4 07-08	Gr. 5 08-09
3.1	4.0	5.1	3.3	4.2	5.3	4.2	4.6	5.8

Cohort: Grade 3 (07-08) through Grade 4 (08-09)

READING		MATHEMATICS		SCIENCE	
Gr. 3 07-08	Gr. 4 08-09	Gr. 3 07-08	Gr. 4 08-09	Gr. 3 07-08	Gr. 4 08-09
4.2	5.2	3.7	5.4	4.6	6.0

GOAL 4: All students will select and use appropriate tools and technology resources to accomplish a variety of tasks, solve problems, do online research, and as a tool for presentation of information.

PROGRESS: Students use computer laptops extensively. This resource offers the students the opportunity to a larger text bank of words and communications and an increase in vocabulary exposure. Students develop concept webs, graphic organizers, and PowerPoint presentations throughout the year. Increased participation with these activities encourages further vocabulary development and usage. Students share different media. Many students in lower grades excel beyond district-wide technology checklist expectations. Elementary students have a high

interest in computer/technology. Upper elementary students use computers and technology on a daily basis. Students research information on the Internet, review math skills using ALEKS, create Word documents, develop brochures, and form PowerPoint presentations to show what they have learned.

GOAL 5: Develop character education: Refine multi-age instruction.

PROGRESS: Social skills development was of high interest for the Elma Elementary Charter staff. Special emphasis was placed on setting expectations for the classrooms. Multi-age interactions were also of concern and emphasis. Choice and participation helped define the community atmosphere for the multi-age setting. The teachers carried out proactive classroom management techniques. Small group and cooperative activities re-emphasized the collaborative effort. The respect and opportunity for student involvement increased the participation, buy-in, and effectiveness of the safe and friendly school structure. Students are grouped and regrouped students in various manners; clock partners, interest areas, content information, random, ability, and Project Based Learning (PBL) groups.

FURTHER ACTION STEPS TO IMPROVE ACHIEVEMENT

Foreign Language Exposure: Spanish instruction was introduced to all of the students. Total Physical Response (TPR) techniques were used to engage the students in a natural manner. Student's vocabulary was complimented and encouraged by bilingual presentations. The students participated in daily calendar activities incorporating Spanish. A basic vocabulary and understanding of the Spanish language formed. Cultural understandings were further developed as well. The students are more aware of multicultural issues, vocabulary, and languages. Continued implementation and usage will be carried out. Further investment has occurred for Spanish resource materials.

Fine Arts Instruction Incorporating Percussive Music: Steel drums and percussive performance of Orff instruments occurred throughout the school year. Lower elementary students were introduced to these instruments. There were two main percussion groups; second/third graders and fourth through sixth graders. Both groups played multiple times for building-wide concerts and for private presentations. The students' performances showed increased confidence and quality of production. An after-school music club formed to meet the student's interest level. This group played the steel drums. Technique greatly improved. The students understanding of hand position stick usage, rhythm, patterns, and playing in the correct time improved.

eSEAL: eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP

SCHOOL/DISTRICT INFORMATION

eSEAL

Sigourney Community School District

107 W. Marion

Sigourney, IA 52591

Adminstrator: Todd Abrahamson, Superintendent; Jeff Kirby, High School Principal

CHARTER'S MISSION

The eSigourney Entrepreneurial Academy for Leadership (eSEAL) is being formed with the unique focus to broaden choice for all students in the Sigourney Community School District in grades 7-12, including the district alternative school students and interested community members, to realize opportunities to be entrepreneurs, to select postsecondary options, and to expand opportunities in career fields. A long-range goal for the community is to stop the "brain drain" from the local area and to demonstrate that students can have a productive, successful life owning a personal business, locally or within the state of Iowa.

DESCRIPTION OF CHARTER

eSEAL provides choice for students in grades 7-12 to grow entrepreneurial skills through the application of classroom knowledge to the actual experience of owning a personal business. A strong relationship with Indian Hills Community College allows students, through a flexible 4+1 schedule, to enroll in postsecondary classes leading to a variety of careers.

The Charter Snapshot

First Year of Charter: 2007-2008

Students Enrolled in Charter: 212 (2008-2009)

7th grade: 41

8th grade: 39

9th grade: 19

10th grade: 21

11th grade: 44

12th grade: 48

Total % of all Drop-outs (7-12): .30%

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 26.45 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: May 26, 2009
Number of report comments: 8

**eSIGOURNEY ENTREPRENEURIAL ACADEMY FOR LEADERSHIP: eSEAL
GOALS AND PROGRESS**

GOAL 1: All students will achieve at high levels in reading comprehension.

PROGRESS:

- The percent of students proficient in grades 8-11 increased significantly.
- The percent of 11th grade students proficient in reading increased 20%.
- The percent of 10th grade students proficient in reading increased 11%.
- The percent of 8th and 9th grade students each increased 9%.

GOAL 2: All students will achieve at high levels in mathematics.

PROGRESS: Using the Math Problem Solving and Data Interpretation subtest:

- The percent of students proficient in mathematics in grades 7-11 exceeded state average.
- Grades 8 and 11 made significant gains – Grade 8: 10% and Grade 11: 9%

GOAL 3: All students will achieve at high levels in science.

PROGRESS:

- The percent of students proficient in the area of science in grades 7-11 exceeded the state average.
- The percent of 11th graders proficient in the area of science increased 22%.
- The percent of 9th graders proficient in the area of science increased 18%.
- The percent proficient in grades 7, 8, and 10 increased from 4% to 10%.

GOAL 4: Increase the number of classroom activities that utilize technology in the classroom in grades 7-12.

PROGRESS: Since the inception of eSEAL, increasing the use of technology has been a focus. To that end:

- An IT program has been developed for students to learn advanced skills in the area of technology.
- Project Lead the Way has been approved.
- Teachers receive formal training and peer coaching to increase strategies for using technology in the classroom.
- Computers are used in classrooms such as Family and Consumer Science, Math, and Science.

eSEAL: eSigourney Entrepreneurial Academy for Leadership

GOAL 5: Increase student participation in activities to develop leadership skills in grades 7-12.

PROGRESS: Students demonstrate leadership through decision-making, public speaking, and managing businesses.

- The process of developing business plans includes leadership skills to present the proposal to the Advisory Committee. The presentation includes justification for expenses, marketing approach, location, distribution, and pricing.
- Statewide attention to the charter has provided students with opportunities to speak to a variety of audiences including Iowa legislators, superintendents of other school districts, college instructors, and community members regarding their involvement in the entrepreneurial development process.
- Students manage their own businesses through interaction with customers, mentors, teachers, and other students.

GOAL 6: Increase the number of students that develop a business plan approved by the Incubator Business Committee.

PROGRESS: Students are required to organize and present business plans to the advisory committee for admission to the Incubator site. The number of plans submitted has doubled.

- 2007-2008: 8 students completed necessary paperwork for their business plan. 6 of 8 submitted those plans.
- 2008-2009: 16 students completed necessary paperwork for their business plan. 13 of 16 submitted those plans.

GOAL 7: eSEAL students in grades 9-12 will identify and evaluate market opportunities for entrepreneurial ideas.

PROGRESS: Student business plans are reviewed and evaluated by a team of business leaders. Thirteen business mentors help in this process. Student on-site and statewide presentations, approximately 10 per year, help to market student businesses. Business plans include an overall marketing plan, a finance plan, and a management and growth plan.

POSTSECONDARY TRANSITION

2007-2008	2008-2009
-78 post-secondary courses were taken by juniors and seniors -63 students took advantage of post-secondary courses -12 courses were taught by high school staff on site -66 courses were provided at Indian Hills Community College	-58 students earned a total of 489 college level credits (average 8.4 per student) -Juniors and Seniors had an average 2.99 GPA for high school or post-secondary -224 post-secondary level courses were taken by juniors and seniors -33 courses are taught by the high school staff on site -191 courses were provided at Indian Hills Community College

STUDENT ENTREPRENEURIAL EXPERIENCES

- Students put business plans into action through the Incubator. Two new IT businesses have started.
- Students have gained presentation experience through visiting and presenting their business ideas at the Capitol, working with lawyers to obtaining patents for ideas, and being interviewed for newspapers.
- Students have worked with local, national, and international business leaders.
- Administration and community have partnered to offer Incubator space to adults in the community.

IOWA CENTRAL CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Iowa Central Charter High School
30850 Paragon Ave.
Burnside, IA 50521

Southeast Webster Grand Community School District
Administrator: Mike Jorgensen, Superintendent

CHARTER'S MISSION

To develop a fast track program that will assist students in working toward an associate in arts degree in a specific vocational area or toward a four-year degree program.

DESCRIPTION OF CHARTER

A partnership, with Iowa Central Community College, to serve 11th and 12th grade students who have specific vocational and academic needs and want to be on a fast track to postsecondary study.

The charter school is a school within a school.

The Charter Snapshot

First Year of Charter: 2004-2005

Charter Renewal: 2007-2008

Students Enrolled in Charter: 96 (2008-2009)

50 Juniors

46 Seniors

Total % of All Drop-outs (7-12): 1.77%

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 1.65 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: May 5, 2009

Number of comments: 6

**IOWA CENTRAL CHARTER HIGH SCHOOL
GOALS AND PROGRESS**

GOAL 1: Increase the number of graduates who complete postsecondary training.

PROGRESS: Trend data show an increase in the number of graduates who complete postsecondary training.

	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009
Class Size	53	39	47	48	46
Percent completing postsecondary training	96%	100%	100%	100%	96%

GOAL 2: Increase math, science, and reading ITED scores at grade 11.

PROGRESS: There is an increase in the areas of reading, mathematics, and science for the 2008-2009 school year.

Percentage of Iowa Central Charter High School Grade 11 Students on ITED

	2004-05	2005-06	2006-07	2007-08	2008-2009
Reading	65%	69.3%	83%	71.4%	76.1%
Math	80%	85.7%	76.6%	75.5%	78.5%
Science	85%	93.8%	87.2%	76.6%	83.3%

GOAL 3: Improve ACT composite scores.

PROGRESS:

Average Composite Score on ACT

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Average Composite Score on ACT	21.0	21.8	24.1	23.5	22.3

GOAL 4: Increase the course offerings available to all students and individualize instruction to meet individual needs.

PROGRESS: This is an action step, not a goal. The charter school continues to work to complete this action.

NORTHEAST IOWA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Northeast Iowa Charter High School
305 Pember
Maynard, IA 50655

West Central Community School District
Administrator: John Johnson, Superintendent

CHARTER'S MISSION

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

DESCRIPTION OF CHARTER

Partnership between Northeast Iowa Community College and West Central High School for 11th and 12th grade students to provide unlimited learning opportunities producing a high qualified work force.

The Charter Snapshot

First Year of Charter: 2005-2006

Charter Renewal: 2008-2009

Students Enrolled in Charter: 42 (2008-2009)

6 Sophomores
14 Juniors
22 Seniors

Total % of All Drop-outs (7-12): .65%

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: .14 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: June 2, 2009

Number of comments: 6

**NORTHEAST IOWA CHARTER HIGH SCHOOL
GOALS AND PROGRESS**

GOAL 1: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

PROGRESS: The number of students graduating with dual concentration increased from 91 percent in 2006-2007 to 96 percent in 2007-2008.

Northeast Iowa Charter High School: Students Graduating with Dual Concentration

	2003-2004 Pre- Charter	2004-2005 Pre- Charter	2005-2006	2006-2007	2007-2008	2008- 2009
All Seniors	16/27 59.3%	8/17 47%	22/23 96%	30/33 91%	29/31 96%	22/22 100%
Low SES	2/8 25%	1/4 25%	1/1 100%	3/3 100%	3/4 75%	3/3 100%
IEP	2/6 33.3%	0/5 0%	1/2 50%	3/5 60%	3/5 60%	4/4 100%

GOAL 2: Increase the number of graduates who complete postsecondary training.

PROGRESS: See chart below for detailed information regarding the number of students and post-secondary credits earned by graduation.

**Northeast Iowa Charter High School: Number of Graduates
Completing Post-Secondary Training**

Class of 2005	Class of 2006	Class of 2007	Class of 2008
18 Graduates 9 took college courses 3 earned 15 credit hours	23 Graduates 22 took college courses 16 earned 15 credit hours 3 earned 30 credit hours	33 Graduates 30 took college courses 22 earned 15 credit hours 12 earned 30 credit hours 3 earned 40 credit hours	31 Graduates 29 took college courses 24 earned 15 credit hours 16 earned 30 credit hours 5 earned 40 credit hours 1 earned 60 credit hours 1 earned an AA degree

GOAL 3: Increase ITED scores for 11th grade students in reading, mathematics, and science.

PROGRESS: ITED scores for 11th grade charter students decreased in reading and science. ITED scores in mathematics increased.

Northeast Iowa Charter High School: Percentage of Charter Students Proficient in Reading, Mathematics, and Science on ITED

	2005-2006	2006-2007	2007-2008	2008-2009
Reading	83%	96%	83%	86%
Mathematics	75%	92%	94%	90%
Science	78%	96%	83%	100%

GOAL 4: To provide special needs and at-risk students with the opportunity to develop individualized courses of study (academic and vocational).

PROGRESS: This is an action step. The charter school continues to take action to implement this step. Two items worth noting:

- In 2008-2009: 100% of low socio-economic (SES) students participated in college level coursework earning a total of 46 college credits. Participation in the charter in this subgroup is up 25% from 2008.
- In 2008-2009: 100% of Individualized Education Program (IEP) students participated in college level coursework earning a total of 37 college credits. Participation in the charter in this subgroup is up 40% from 2008.

NORTHWEST IOWA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Northwest Iowa Charter High School
300 N. 8th Ave. W
Hartley, IA 51346

Hartley-Melvin-Sanborn Community School District
Administrator: Mark Petersen, Principal
Lynn Evans, Superintendent

CHARTER'S MISSION

To develop career academies and pathways beyond what could possibly be available within the Hartley-Melvin-Sanborn High School, to provide students a fast track to a college education, and to focus on students with special needs or who are considered at-risk.

DESCRIPTION OF CHARTER

Offers 11th and 12th grade students, that choose to participate, an opportunity to increase course rigor and relevancy through extensive selection of dual credit courses. Increase the probability of a meaningful senior year.

The charter school is a school within a school, all 11th and 12th grade students are in the charter.

The Charter Snapshot

First Year of Charter: 2005-2006

Students Enrolled in Charter: 101 (2008-2009)

Total % of All Drop-outs (7-12): 1.70%

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 20.43 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: May 5, 2009

Number of comments: 7

**NORTHWEST IOWA CHARTER HIGH SCHOOL
GOALS AND PROGRESS**

GOAL 1: Increase students' participation in college credit courses (dual credit, Post-Secondary Education Options (PSEO), Advanced Placement)

PROGRESS: During the 2008-2009 school year, there was an increase in students who took college credit courses. During the 2008-2009 school year, students were enrolled in over 200 college level courses through the charter school.

GOAL 2: Each student in the charter school will have high school and college level courses aligned with a career pathway.

PROGRESS: Student course choices are tracked to determine if their choices are aligned with a career pathway.

**Northwest Iowa Charter High School:
Percentage of Students Taking Courses Aligned with Career Pathway**

2006-2007	2007-2008	2008-2009
60%	100%	100%

GOAL 3: Improve student achievement in the areas of reading, mathematics, and science at 11th grade.

PROGRESS: Student achievement at 11th grade increased in the area of Math during the 2008-2009 school year.

Northwest Iowa Charter High School: Percent of 11th Grade Students Proficient in Reading, Mathematics, and Science (2007-2008)

	2005-06 Baseline	2006-2007	2007-2008	2008-2009
Reading	82%	68.7%	74.1%	68.85%
Math	92.9%	68.5%	75.9%	77.05%
Science	92%	80%	86%	81.97%

GOAL 4: Assure safe environment for charter students at all locations.

PROGRESS: This is not a goal, but an action step. To achieve this action step, transportation is provided to and from all college campus classes. The relationship between the high school and the college is strong and both parties review programming and policies to ensure consistency and safety at both locations.

PANORAMA CHARTER HIGH SCHOOL

SCHOOL/DISTRICT INFORMATION

Panorama Community School District
701 W. Main
Panora, IA 50216

Administrator: John Millhollin, Superintendent

CHARTER'S MISSION

To provide a rigorous and relevant curriculum; ensure all students achieve competency of the core curriculum; students will become confident college level performers before graduating from high school; and strengthen relationships amongst district's families, school district, and colleges to support college success of the district's students.

DESCRIPTION OF CHARTER

The charter school exists to increase the rigor and relevance at the secondary level. The curriculum will be reviewed and core areas will require a C grade in order for students to demonstrate competency in those areas. Postsecondary opportunities will be encouraged and all students will have an Individual Learning Plan (ILP) developed with parent input and school personnel reflecting the educational goals to the students.

The school is the charter school (school-wide charter).

The Charter Snapshot

First Year of Charter: 2006-2007

Students Enrolled in Charter: 39 (2008-2009)
Select students in 9th and 10th grade

Total % of All Drop-outs (7-12): 0

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 21 (FTE)
Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)
Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: June 3, 2009
Number of comments: 6

PANORAMA CHARTER SCHOOL GOALS AND PROGRESS

GOAL 1: To increase parent and school collaborative academic and career planning through the development of an ILP with the expectation of increases in attendance rates and enrollment and decreases in truancy and discipline referrals. Increased student use of technology is expected as well.

PROGRESS: All charter participants will create an Individual Learning Plan (ILP) and reflect on individual student strengths and growth areas at least once each academic year. No such plans were created in collaboration with families and reflected upon prior to the charter. As of July 2009, 47 of the 55 families from graders 9, 10, and 11 have met to create and reflect upon the progress of the student's ILP.

GOAL 2: To increase the percentage of students who can competently perform the skills benchmarks of the district to 100 percent.

PROGRESS: Prior to the charter, 20-30 percent of graduates earned lower than a C grade in at least one required core area. Of the 39 freshmen and sophomore charter students, 38 students have successfully met the goal of earning a C or higher in algebra. Six of these students have IEPs.

Collaboratively created strategies to increase skill and perform competently in each required area (English, Science, Social Studies, Technology, and Physical Education) have been developed. 100% of the charter students have demonstrated the skill and were able to perform competently in each of these areas.

Directed study hall (DiSH), Plato learning software, tutoring, retaking courses, podcasts, and other options have been made available to students to ensure competency.

GOAL 3: To increase the percentage of graduates who obtain "advanced college standing" before they receive their high school diploma.

PROGRESS: No freshmen or sophomores had completed a college level course prior the charter's inception. Of the 30 participants, 9 (23%) have completed college level courses. These nine students have taken 16 college level courses.

OTHER CHARTER INFORMATION

Parent involvement in the Individual Learning Plan (ILP) creating and reflection has created greater parental understanding and joint decision making with students. The participation has led to increased relevant curriculum for the students and increased relationships between family, student, and educational resources.

The charter at Panorama High School employs a mastery-learning model utilizing CRISS (Creating Independence through Student-owned Strategies) and Differentiation strategies. The CRISS philosophy includes overlapping principles of metacognition, explanation/modeling, and teaching for understanding. The use of CRISS strategies, especially metacognition, purpose setting, active learning, and teaching for understanding are moving students to higher order thinking skills. These valuable learning tools are useful for students as all charter participants are committed to completing at least one college level course in high school.

PRESCOTT ELEMENTARY CHARTER SCHOOL

SCHOOL/DISTRICT INFORMATION

Prescott Elementary Charter School
1151 White Street
Dubuque, IA 52001

Administrator: Chris McCarron, Principal

Dubuque Community School District
2300 Chaney Road
Dubuque, IA 52001

CHARTER'S MISSION

The mission of Prescott Elementary Charter School, an Expeditionary Learning Charter School for the Arts, is to empower each child to achieve his/her potential and to become a strong contributing member of society.

DESCRIPTION OF CHARTER

Serves students in grades K-5, intertwining Expeditionary Learning Outward Bound, Iowa's Positive Behavior Support (PBS) Initiative, and a visual and performing arts-infused curriculum.

The school is the charter (school-wide charter).

The Charter Snapshot

First Year of Charter: 2006-2007

Students Enrolled in Charter: 265, Preschool-5th grade (2008-2009)

PS: 20	3 rd grade: 41
K: 40	4 th grade: 39
1 st grade: 40	5 th grade: 46
2 nd grade: 39	

Total % of All Drop-outs (7-12): 2.39%

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 29.18 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

Recent Supervisory Visit: May 18, 2009

Number of comments: 6

**PRESCOTT ELEMENTARY CHARTER SCHOOL
GOALS AND PROGRESS**

GOAL 1: Increase student achievement in reading on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of full academic year (FAY) students proficient in grades 3-5 increased by 8 percent over last year as measured on the Iowa Test of Basic Skills (ITBS).

Grades 3-5 ITBS FAY Reading Proficiency

	2006-2007		2007-2008		2008-2009	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	50.7	75	58.7	102	53.9
Female	29	72.4	47	59.6	56	57.1
Male	42	35.7	28	57.1	46	50
White	46	58.7	58	67.2	65	64.6
African American	19	36.8	14	28.6	32	34.4
Asian	2	50	0	NA	0	NA
Hispanic	4	25	3	33.3	5	40
Low SES	58	46.6	33	50.9	83	49.4
Non-low SES	13	69.2	55	80	19	73.7
IEP	12	25	20	60	17	47.1
Non-IEP	59	55.9	10	58.5	85	55.3

READING PROGRESS SINCE CHARTER INCEPTION

Of the 5th graders who have been at Prescott since the start of the charter school in 2006, the average National Grade Equivalent of these students has improved 1.7 years, this is slightly below the expected growth.

- o 3rd Grade (2006-2007): 3.3
- o 4th Grade (2007-2008): 4.3
- o 5th Grade (2008-2009): 5.0

OTHER NOTES REGARDING READING PROGRESS

- All students are involved in at least one guided reading group at their level. All students reading below grade level have a reading intervention in place.

- The instructional coach is demonstrating and working with new teachers to institute appropriate guided reading instruction.
- Special education, general education, and reading teachers are team-teaching to provide additional supports to struggling readers.

GOAL 2: Increase student achievement in math on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in grades 3-5 increased by 6.3 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Math Proficiency

	2006-2007		2007-2008		2008-2009	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	43.7	75	50	102	45.1
Female	29	44.8	47	43.5	56	37.5
Male	42	42.9	28	60.7	46	54.3
White	46	58.7	58	54.4	65	63.1
African American	19	21.1	14	28.6	32	9.4
Asian	2	0	0	NA	0	NA
Hispanic	4	0	3	66.7	5	40
Low SES	58	39.7	55	44.4	83	41
Non-low SES	13	61.5	20	65	19	63.2
IEP	12	25	10	50	17	41.2
Non-IEP	59	47.5	65	50	85	45.9

MATHEMATICS PROGRESS SINCE CHARTER INCEPTION

Of the 5th graders who have been at Prescott since the start of the charter school in 2006, the average National Grade Equivalent of these students has improved 2.2 years.

- 3rd Grade (2006-2007): 3.2
- 4th Grade (2007-2008): 4.1
- 5th Grade (2008-2009): 5.4

OTHER NOTES REGARDING MATH PROGRESS

- All teachers are using a common lesson plan structure for their math instruction. The “launch,” “explore,” and “summarize” components are identifiable in teachers’ lesson plans.
- Special education teachers and general education teachers are team-teaching or co-teaching when special education students are not in an alternative math program to offer additional supports as needed.
- Guided math groups are in place at each level.

- The teachers are using learning targets that link with standards and benchmarks to clearly define the purpose of the instruction for both teacher and student.
- The entire Prescott staff will be provided professional development in Cognitively Guided Math in 2009-2010.

GOAL 3: Increase student achievement in science on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: The percentage of FAY students proficient in grades 3-5 increased by 8.4 percent over last year as measured on ITBS.

Grades 3-5 ITBS FAY Science Proficiency

	2006-2007		2007-2008		2008-2009	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	43.7	75	52.1	102	49
Female	29	51.7	47	54.3	56	48.2
Male	42	38.1	28	48.1	46	50
White	46	58.7	58	55.4	65	64.6
African American	19	15.8	14	28.6	32	21.9
Asian	2	0	0	NA	0	NA
Hispanic	4	25	3	100	5	20
Low SES	58	36.2	55	45.3	83	42.2
Non-low SES	76.9	61.5	20	70	19	78.9
IEP	12	50	10	70	17	41.2
Non-IEP	59	42.4	65	49.2	85	50.6

PROGRESS SINCE CHARTER INCEPTION

Of the 5th graders who have been at Prescott since the start of the charter school in 2006, the average National Grade Equivalent of these students has improved 2.9 years.

- 3rd Grade (2006-2007): 3.4
- 4th Grade (2007-2008): 4.3
- 5th Grade (2008-2009): 6.3

OTHER NOTES REGARDING SCIENCE PROGRESS

- All learning expeditions were aligned with the science and social studies standards and benchmarks.
- Alignment was reviewed of the expeditions in K-5 to monitor duplication of instruction and appropriate emphasis of the standards.

- Students were taken out into the community and/or community experts were brought into the classroom for almost every expedition to help students to connect science to the real world around them.

GOAL 4: Increase student achievement in social studies on an annual basis.

PROGRESS: The percentage of FAY students proficient in grades 3-5 increased by 3.2 percent over last year.

Grades 3-5 ITBS FAY Social Studies Proficiency

	2006-2007		2007-2008		2008-2009	
	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient	# of FAY Students	% of FAY Students Proficient
All Students	71	40.8	75	44	102	57.8
Female	29	41.4	47	44.7	56	57.1
Male	42	40.5	28	42.9	46	58.7
White	46	50	58	46.6	65	67.7
African American	19	21.1	14	21.4	32	40.6
Asian	2	50	0	0	0	NA
Hispanic	4	25	3	100	5	40.0
Low SES	58	32.6	55	36.4	83	51.8
Non-low SES	13	61.5	20	65	19	84.2
IEP	12	33.3	10	60	17	41.2
Non-IEP	59	42.4	65	41.5	85	61.2

OTHER NOTES REGARDING SOCIAL STUDIES PROGRESS

- All expeditions from last year were revised to ensure social studies standards and benchmarks are being addressed.
- Staff development was provided in a variety of instructional protocols which focused on increasing student engagement and monitored implementation of the protocols through lesson plans.
- Each grade level team participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year. Special education teachers participated in the planning sessions.

GOAL 5: Increase student involvement with and staff implementation of the Expeditionary Learning Core Practices and Design Principles.

PROGRESS: See following chart for detailed scores. Other progress toward this goal:

- Areas have been added to the assessment this year.
- 13 out of 16 areas received a score of “3” which indicates most components for this are have been implemented with high quality.
- Professional development was provided in a variety of areas and instructional protocols focused on increasing student engagement and monitored implementation.
- Each grade level team participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year.

EXPEDITIONARY LEARNING OUTWARD BOUND IMPLEMENTATION REVIEW: PRESCOTT

Scale: 0-4 (0=no implementation; 4=implementation at high level)

	School Score in 2006	School Score in 2007	School Score in 2008
Learning Expectations			
Compelling topics	3	3	3
Linked projects and products	2	3	3
Fieldwork, service, experts	2	2	3
Producing and presenting high quality student work	2	3	3
Frequency of learning expeditions	2	3	No longer on assessment
Quality/frequency of learning experiences outside the expedition	2	2	No longer on assessment
Active Pedagogy			
Lesson design	2	3	3
Use of effective practices	2	3	3
Teaching reading through the disciplines	2	3	3
Teaching writing through the disciplines	2	3	3
Teaching literacy through the disciplines	3	3	No longer on assessment
NEW 2008 Teaching inquiry-based math			2
NEW 2008 Effective assessment practices			3
School Culture and Character			
Culture and character in the classroom	3	3	3
Fostering student character and creating school culture	3	3	3
Building a professional learning community	3	3	3
Leadership and School Improvement			
Leadership and school improvement	3	2	3
Structures			
School structures	3	3	2
NEW 2008 Effective grading and reporting structures			2

GOAL 6: Increase student participation and positive perceptions regarding the visual and performing arts.

PROGRESS: The number of students participating in arts programming increased from 242 students participating in 2006-2007 to 257 students in 2008-2009.

EXAMPLES OF PARTICIPATING IN VISUAL AND PERFORMING ARTS

- Empty Bowl Project: A focus on the arts and service. Students created clay bowls for a soup supper. Participants bought tickets and all money raised went to a local church for their free community meal.
- Paper Dress Show: Fourth graders participated in this activity that combined art history and science. As they learned about the human body they also learned how people have adorned the body over time. Each team worked collaboratively to design a paper dress.
- Prescott PanrhythmiXs: This is the school's steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events.

GOAL 7: Create a safer school environment.

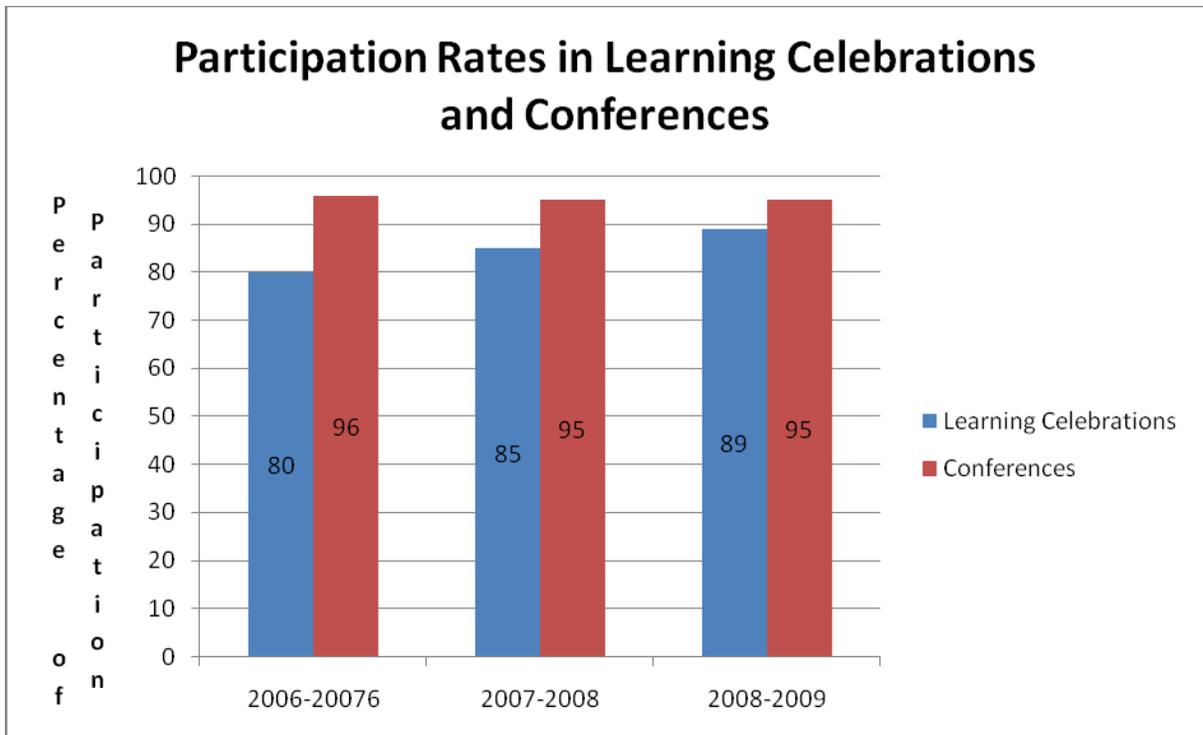
PROGRESS: The school received a 73% on the SET (School-wide Evaluation Tool) completed by a PBS evaluator. PBS considers 80% to be the mark of a high-implementing school. Prescott does not promote extrinsic rewards for behavior, which results in low marks in certain areas of the assessment.

OTHER PROGRESS ON GOALS

- Recess and supervision have been modified and all classroom teachers all para-professionals are on duty. This gives students staff members at recess that they have a close relationship with. The number of playground referrals has decreased.
- When students are sent to the office a second time as an office referral for behavior, an individualized intervention plan is written with supports.
- A baseline survey was taken with 3rd graders regarding bullying during the 2008-2009 school year. This data will be used during the 2009-2010 school year to focus efforts on changing behaviors.

GOAL 8: Increase parental involvement.

PROGRESS: Parents/family/friends are invited to school for learning celebrations and conferences. If parents cannot or do not attend conferences, they are rescheduled for times two weeks before the conference date up to two weeks after. See chart to see participation rates from 2006-2009.



GOAL 9: Increase the economic diversity of students who attend Prescott School.

PROGRESS: The number of students receiving free/reduced lunches decreased from 90.3 percent in 2006-2007 to 79.9 percent in 2007-2008. This is a decrease in 10.6 percent. During the 2009-2010 school year, there was an increase of 2.6% to 82.5 percent.

GOAL 10: Increase the attendance rate.

PROGRESS: The attendance rate at Prescott has remained about the same. In 2006-2007 it was 95%. During the 2007-2008 school year the attendance rate increased 1% to 96%. The 2008-2009 school year saw a decrease by 1% to 95%.

- The number of truancy mediations has decreased in each of the last three years.
- The implementation continues (from 2007-2008) of attendance coaches to support families with truancy issues. During the 2007-2008 school year, 16 students were served by the attendance coaches. During the 2008-2009 school year, 26 students were served.

GOAL 11: Increase community involvement and support for Prescott School.

PROGRESS: For the second year in a row, the school worked with a new guidance counselor. The goal was to allow this new counselor to become acclimated to the school and families, as well as current community partners.

- There was an increase in mentors working in the school to assist students. There has been an increase from 31 community mentors in 2006-2007 to 75 in 2008-2009. There are also 6 staff members who mentor students as well.
- Community partnerships are maintained with the following: US Bank, St. Luke's Methodist Church, Kephart's, Dubuque City Hall, Bio Life, and The Telegraph Herald.
- A Jr. Optimist Leadership Club has been established.

STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL

SCHOOL/DISTRICT INFORMATION

Storm Lake Community School District
621 Tornado Dr.
Storm Lake, IA 50588

Administrators: Paul Tedesco, Supt.
Teresa Coenen, Principal

DESCRIPTION OF CHARTER

The intent behind the Storm Lake/Iowa Central/Buena Vista Early College Charter High School was to create a "school within a school" that would increase the number of minority students that graduate from high school and continue their education, and to provide increased options for college credit offerings to all Storm Lake High School students.

The Charter Snapshot

First Year of Charter: 2005

Charter Renewal: Summer 2009 (1 year renewal)

Students Enrolled in Charter: 89 (2008-2009)

Charter 1: 57

Charter 2: 28

Charter 3: 4

Total % of All Drop-outs (7-12): 2.23%

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: 1.0 (FTE)

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

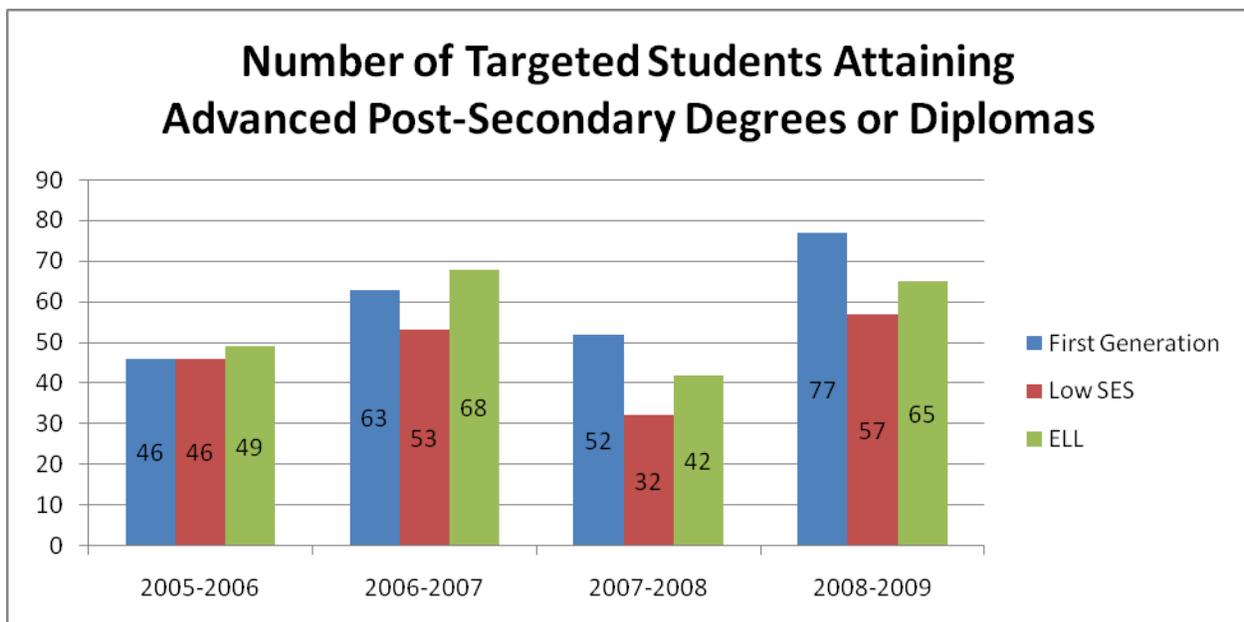
Recent Supervisory Visit: May 6, 2009

Number of comments: 6

STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL GOALS AND PROGRESS

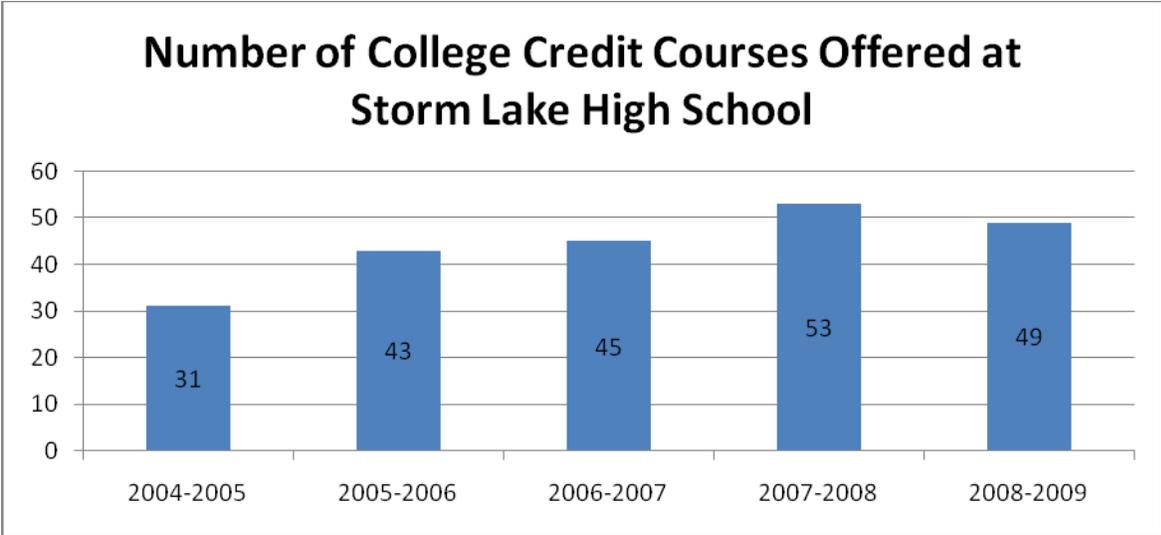
GOAL 1: Increase the number of first generation, low income, English Language Learners, and students of color attaining advanced postsecondary degrees and diplomas or two years of college credit.

PROGRESS: The numbers in the charter school continue to grow. An increase in Caucasian/low SES students joining the charter is being seen. The school district is seeing an increase in low SES students of all ethnicities, and it is anticipated that trend will continue.



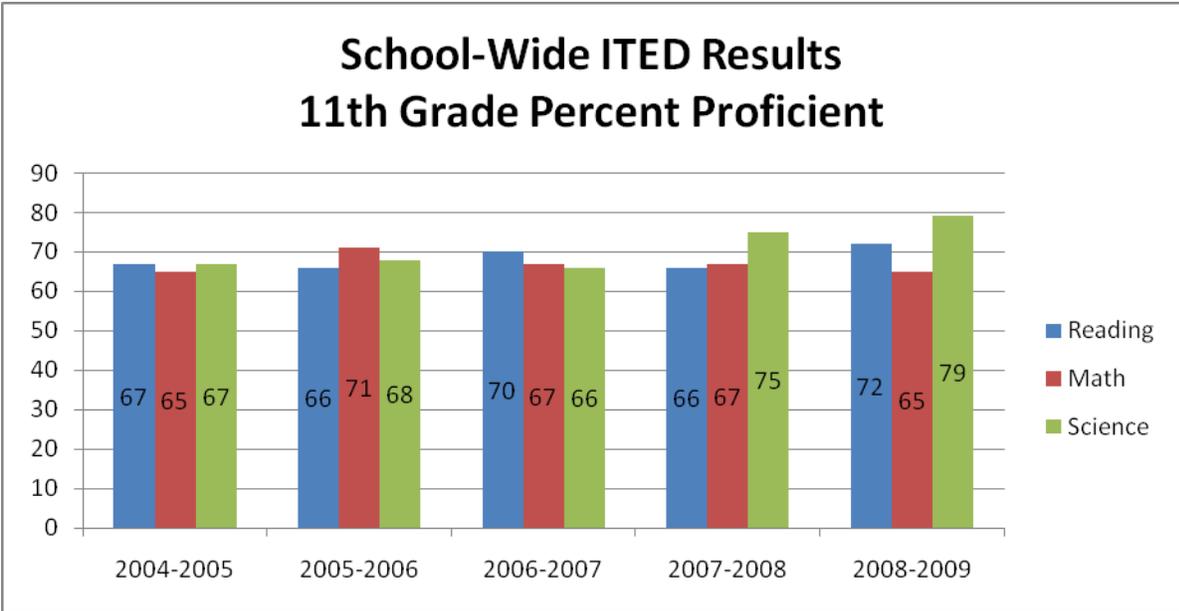
GOAL 2: Provide a more rigorous and relevant college/career preparation curriculum.

PROGRESS: Storm Lake High School offered 41 dual credit courses and 8 PSEO courses taught locally or through ICCC and BVU. Charter high school students attending the Fort Dodge campus can register for courses in 38 Career/Technical programs and 10 Academic programs.

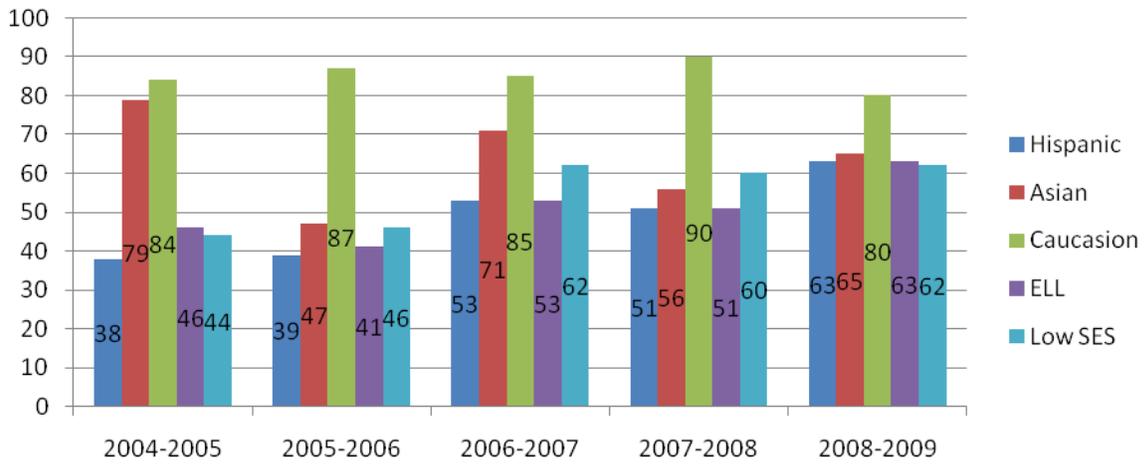


GOAL 3: Raise individual ITED scores in the areas of reading, mathematics, and science that will impact overall class performance.

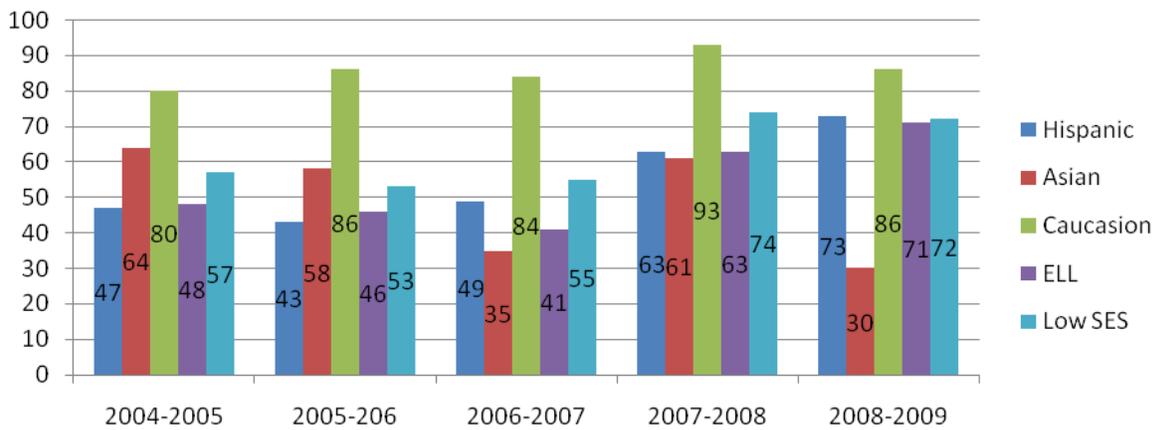
PROGRESS: The following charts show school-wide results, as well as subgroup results from the Iowa Tests of Educational Development (ITED) for the areas of reading, mathematics, and science.

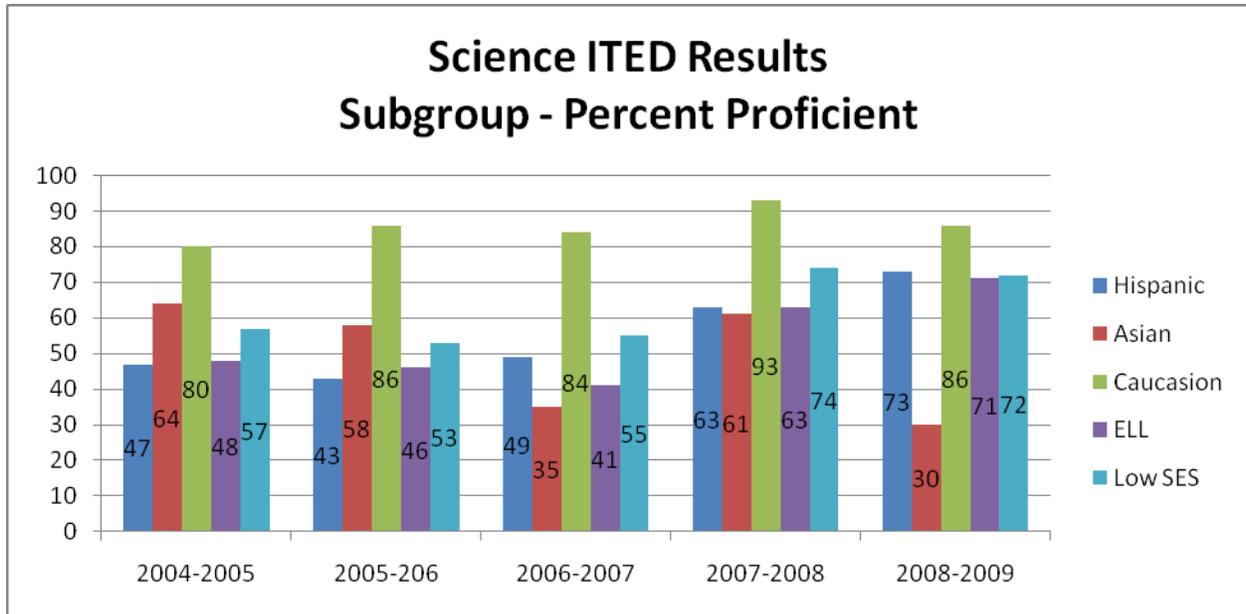


Reading ITED Results Subgroup - Percent Proficient



Math ITED Results Subgroup - Percent Proficient





GOAL 4: Increase the number of dual credit offerings and PSEO opportunities for all students, specifically monitor increased participation and performance of subgroups.

PROGRESS: Beginning with the Charter School class of 2007-2008 the school began tracking the college credits earned during the traditional four years of high school as well as the credits earned after the traditional four years of high school.

The following list shows the number of charter students enrolled in these ICCC programs at the Fort Dodge Campus.

Career/Technical

- Administrative Specialist (1)
- Auto Tech (7)
- Auto Collision (2)
- Carpentry (3)
- Computer Network (9)
- Criminal Justice (2)
- Culinary Arts (3)
- Dental Hygiene (1)
- Electrical Maintenance (4)
- Graphic Tech (1)
- Hospitality Mgmt (1)
- Industrial Maintenance (1)

Academic

- AA Degree (3)
- Accounting (1)
- Accounting/Business (1)
- Early Childhood Education (1)
- Engineering (2)
- Graphic Tech A. S (1)
- Nursing (1)

The following list shows the number of charter students enrolled in these ICCC programs on the Storm Lake Campus.

Career/Technical

- Criminal Justice (4)

Academic

- AA Degree (11)
- Business/Accounting (1)

Education (3)
Nursing (7)
Early Childhood (3)
Pre-Law (1)

GOAL 5: All students will have an individual learning plan that is overseen by Storm Lake High School and the Charter Administration.

PROGRESS: All students at SLHS are involved in annual planning conferences with high school guidance staff. The students (and families) met with counselors to discuss their Individual Learning Plan (four-year plan).

It has been determined the Charter School students require continued support from guidance staff in implementing and progress monitoring the Four Year Plan. A full-time guidance counselor was hired to work with Charter students beginning in 2008-2009. In 2008-2009, all Charter students completed an individual plan of study and attended one or more workshops/classes about success in the Charter School.